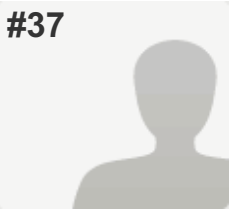


#37

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Thursday, June 04, 2015 1:58:27 PM**Last Modified:** Tuesday, September 08, 2015 3:00:47 PM**Time Spent:** Over a month**IP Address:** 207.28.16.2

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Q1: 1a. TLC Local Plan Measure (1)

Attract Teachers: Attract able and promising new teachers by offering extended contracts for 1) staff development tied to Oelwein initiatives, DuFour's Professional Learning Community philosophy and principles, Curriculum Mapping and Iowa Core, 1:1 technology, Student Achievement in Reading and Math and Skills Iowa and 2) by scheduled release time during the school day for coaching and observing model teachers.

Q2: 1b. To what extent has this measure been met?

(no label)

Mostly Met

Q3: 1c. Description of Results (1) (limited to 3000 characters)

Feedback from new teachers on the professional development provided during the one week orientation, three full days of professional development, and 18 two-hour early out professional development sessions was quite positive. Surveys showed they would like additional time to work in their classrooms before school starts.

9/8/15:

50% of elementary teachers were able to make Model Teacher observations work. We had 5 sections in some grades.

100% of the district's new teachers were scheduled and worked with our instructional coaches during the school day.

100% of the district's new teachers were scheduled and worked with our model teachers during New Teacher Orientation week and scheduled Professional Development days.

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Q4: 2a. TLC Local Plan Measure (2)

Retain effective teachers by providing a career opportunities plan so they advance in their profession as Model Teachers, Curriculum Leaders or Instructional Coaches for reading and math.

Q5: 2b. To what extent has this measure been met?

(no label)

Fully Met

Q6: 2c. Description of Results (2) (limited to 3000 characters)

Only two of the 97 faculty members are leaving the district not because of retirement. One is relocating near her residence (35 miles away) and the other's husband has taken a new job in another state. When including retirements, new positions, and resignations our retention rate increased from 70%, in 2013-2014 to 75% in 2014 -2015.

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Impact of TLC Plan

Q7: 3a. TLC Local Plan Measure (3)

Improve communication and collaboration between/among colleagues by providing a collaboration plan with adequate time, guidance and training for teachers in various grade levels, content areas, special needs/regular education, and involving the AEA and Oelwein staff.

Q8: 3b. To what extent has this measure been met?

(no label)

Mostly Met

Q9: 3c. Description of Results (3)(limited to 3000 characters)

The results of the Clarity survey show students believe teachers are improving their use of technology for teaching and learning. Teacher surveys show improved satisfaction with the level of support they've received under the TLC plan. Teacher-leaders reported satisfaction with the level of collaboration and cooperation with and among other teacher-leaders. Teacher-leaders did report the need for additional meetings with all 24 teacher-leaders involved. Results of feedback on the training provided new teacher-leaders shows a high level of satisfaction with the time and support they received from experienced teacher-leaders from the district. It was suggested that regional teacher-leader meetings would be helpful to see how other schools are implementing their plans. 9/8/15: The best evidence to support our Goal 3 conclusions is through observation. In January of 2015, grades 6-12th adopted a Personalized Tech Professional Development Model. Teachers are given common time to pursue Professional Development specifically directed to the learning strategy needs in their classrooms. Both new and veteran teachers who are working on similar initiatives, voluntarily came together to collaborate on their projects. The teachers are also supported and mentored by the 6th - 12th grade Instructional Coaches as they work on their projects.

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Q10: 4a. TLC Local Plan Measure (4)

Reward effective teachers by implementing a career plan with increased responsibilities as Model Teachers, Curriculum Leaders, and Instructional Coaches with increased compensation through extended contracts for additional responsibilities and stipends for their extra duties.

Q11: 4b. To what extent has this measure been met?

(no label)

Mostly Met

Q12: 4c. Description of Results (4)(limited to 3000 characters)

Eighteen of 24 teacher-leader positions were filled last spring, which left eight openings when school started last fall. Another round of applications were submitted for the open positions in August, which resulted in three more positions being filled. This spring there were eight new teacher-leaders selected, which leaves just one open position for next year. In short, we had eight openings with 24 teacher-leader positions one year ago. At this time, we have just one opening. Only two teacher-leaders chose not to re-apply for a position for next year and all those who did re-apply met the criteria for appointment. 9/8/15: 92% chose to re-apply 8% or 2 of 24 chose not to re-apply Of the 2 who did not re-apply, one teacher return to a classroom teaching position because of a retirement opening, and the other left because she was uncomfortable with the defining/details of the job duties of her TLC position. We had several teachers apply for TLC positions that were left open in the beginning. As teachers understand the TLC positions and their positive impact on the school district, more teachers were interested in applying.

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Q13: 5a. TLC Local Plan Measure (5)

Improve student learning through implementation of the Iowa Core and district curriculum with a special emphasis on reading and math.

Q14: 5b. To what extent has this measure been met?

(no label)

Mostly Met

Q15: 5c. Description of Results (5)(limited to 3000 characters)

It's too early in the implementation of TLC to determine with a high level of confidence whether teacher-leadership positions have solidly impacted student achievement. However, 90% of the teachers of reading and math in the district achieved an average of 12 months of growth with their student on the National Standard scores on the Iowa Assessment in reading and math. Building principals also report observing more use of effective teaching practices and the improved engagement of students with more Project-Based Learning. One indicator of student engagement is discipline referrals. The number of referrals to the office in grades 6-12 dropped markedly since the previous year.

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Impact of TLC Plan

Q16: 6. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change).

The TLC plan will be reviewed by the District Leadership Team this fall to determine whether any of the positions need to be changed for the 2016-17 school year. Hold 1-2 more meetings with all teacher-leaders during the school year to share experiences and provide support.

Q17: 7. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC as impacted your school improvement plan in your district.

The climate of the school district was improved this year. There was great pride with the faculty and administration for being selected to implement the Oelwein Plan this year. Teachers report a high level of support provided through the TLC Plan.

Q18: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.

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Q19: Name of School District:

Oelwein School District

Q20: Name of Superintendent

Steve Westerberg

Q21: Person Completing this Report

Steve Westerberg

Q22: Date of Submission

June 4, 2015